Organizing Instruction by Learning Target & Vertical Teaming at MSAD 15

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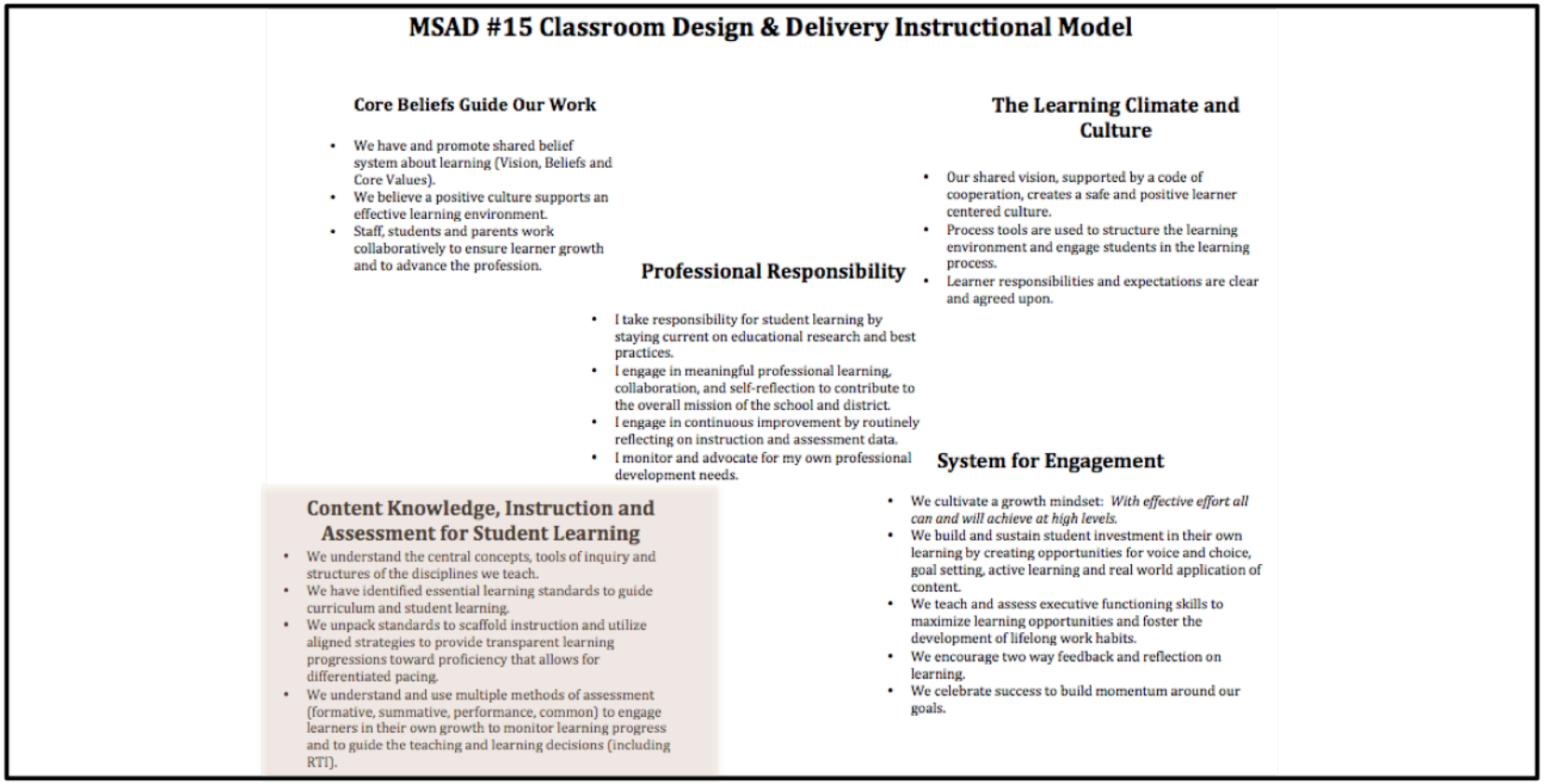
Guiding Framework



MSAD #15 Classroom Design & Delivery Instructional Model

Core Beliefs Guide Our Work

- We have and promote shared belief system about learning (Vision, Beliefs and Core Values).
- We believe a positive culture supports an effective learning environment.
- Staff, students and parents work collaboratively to ensure learner growth and to advance the profession.

Professional Responsibility

- I take responsibility for student learning by staying current on educational research and best practices.
- I engage in meaningful professional learning, collaboration, and self-reflection to contribute to the overall mission of the school and district.
- I engage in continuous improvement by routinely reflecting on instruction and assessment data.
- I monitor and advocate for my own professional development needs.

The Learning Climate and Culture

- Our shared vision, supported by a code of cooperation, creates a safe and positive learner centered culture.
- Process tools are used to structure the learning environment and engage students in the learning process.
- Learner responsibilities and expectations are clear and agreed upon.

Content Knowledge, Instruction and Assessment for Student Learning

- We understand the central concepts, tools of inquiry and structures of the disciplines we teach.
- We have identified essential learning standards to guide curriculum and student learning.
- We unpack standards to scaffold instruction and utilize aligned strategies to provide transparent learning progressions toward proficiency that allows for differentiated pacing.
- We understand and use multiple methods of assessment (formative, summative, performance, common) to engage learners in their own growth to monitor learning progress and to guide the teaching and learning decisions (including RTI).

System for Engagement

- We cultivate a growth mindset: *With effective effort all can and will achieve at high levels.*
- We build and sustain student investment in their own learning by creating opportunities for voice and choice, goal setting, active learning and real world application of content.
- We teach and assess executive functioning skills to maximize learning opportunities and foster the development of lifelong work habits.
- We encourage two way feedback and reflection on learning.
- We celebrate success to build momentum around our goals.

Learning Target Maps

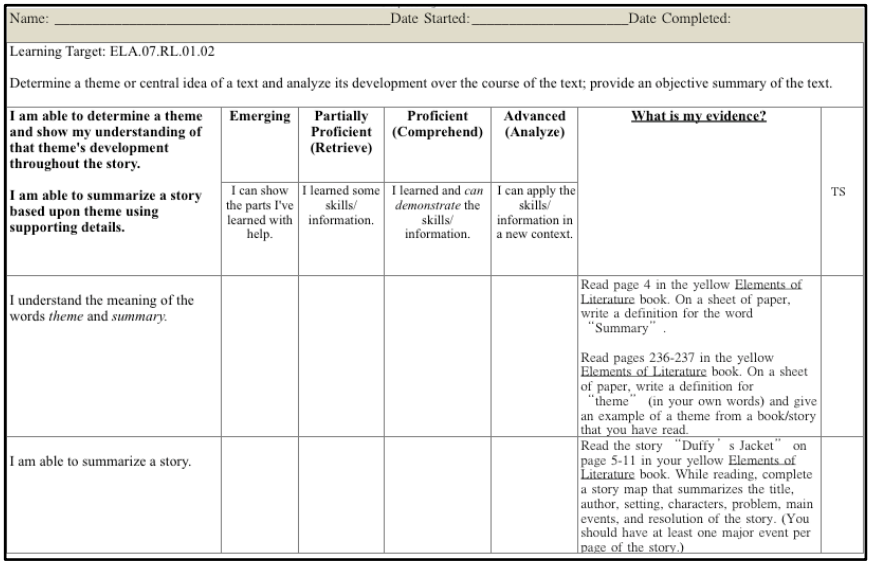
Learning Target Map Level: 3

					07. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
					06. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
					05. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
04. Determine the unknown number in multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 = ?.*					**04.** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
03. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.				**03.** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	**03.** Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
02. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	**03.** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*		**02.** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**02.** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**02.** Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/ b on the number line.
01. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 x 7.*	**01.** Apply properties of operations as strategies to multiply and divide. *Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x2) = 40 + 16 = 56. (Distributive property.)*	**01.** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**01.** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**01.** Use place value understanding to round whole numbers to the nearest 10 or 100.	**01.** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
Represent and solve problems involving multiplication and division. **01**	**Understand properties of multiplication and the relationship between multiplication and division** **02**	**Multiply and divide within 100.** **03**	**Solve problems involving the four operations, and identify and explain patterns in arithmetic.** **04**	**Use place value understanding and properties of operations to perform multi-digit arithmetic.** **01**	**Develop understanding of fractions as numbers.** **01**

Operations and Algebraic Thinking (OAT)				Number and Operations in Base Ten (NOBT)	Number and Operations—Fractions (NOF)
MATH (MA) Level 3					

Instructional Tools & Templates

- Checklists
- Menus
- Matrices
- Rubrics
- Pacing Guides
- Goal Setting Templates
- Self-Assessment Tools
- Unpacking Guides



Name: _____Date Started: _____Date Completed:

Learning Target: ELA.07.RL.01.02

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

I am able to determine a theme and show my understanding of that theme's development throughout the story. **I am able to summarize a story based upon theme using supporting details.**	**Emerging** I can show the parts I've learned with help.	**Partially Proficient (Retrieve)** I learned some skills/ information.	**Proficient (Comprehend)** I learned and *can demonstrate* the skills/ information.	**Advanced (Analyze)** I can apply the skills/ information in a new context.	**What is my evidence?**	TS
I understand the meaning of the words *theme* and *summary.*					Read page 4 in the yellow Elements of Literature book. On a sheet of paper, write a definition for the word "Summary". Read pages 236-237 in the yellow Elements of Literature book. On a sheet of paper, write a definition for "theme" (in your own words) and give an example of a theme from a book/story that you have read.	
I am able to summarize a story.					Read the story "Duffy's Jacket" on page 5-11 in your yellow Elements of Literature book. While reading, complete a story map that summarizes the title, author, setting, characters, problem, main events, and resolution of the story. (You should have at least one major event per page of the story.)	

Structures to Meet Student Learning Goals/Needs

- Pilot Teams
- Vertical Teams
- Response-to-Intervention
- Scheduling
- Data Teams
- Identification of Power Standards
- Common Assessment of Power Standards

Data Management & Reporting

- Reporting
  - Feedback Loop
- Student Data Management System (Educate)
  - Pathways
  - Parent/Student Portal